
Agenda for the October 13, 2005 CAA Meeting

- Items approved:** 05-29, CMN 3570R, Topics in Media History (New Course)
05-30, CMN 3950R, Conference and Event Planning (Revised Course)
05-39, RN to BSN Program in Nursing (New Unit of Instruction)
- Items Pending:** 05-22a, Proposal for Intervening with Students Who Have Been Reinstated Following Academic Dismissal (Revised Policy)
05-31, Minor (Catalog Revisions to the Definition of Terms and the Requirements for Minors)
05-32, STA 3960, Study Abroad: EIU Exchange Program (Revised Course)
05-33, STA 3961, Study Abroad: One-Way Program (Revised Course)
05-34, STA 3962, Study Abroad: Non-EIU Program (New Course)
05-35, STA 3970, Study Abroad: Faculty-Led Program (Revised Course)
05-36, STA 3990, Study Abroad: Study Abroad Honors College (New Course)
05-37, STA 4275, Study Abroad Internship (New Course)
05-38, Study Abroad (The addition of a Study Abroad section to the Undergraduate Catalog)
05-40, PLS 2033, Research Methods in Political Science (New Course)
05-41, Political Science Major (Revised Program)
05-42, Political Science Major with International Studies Option (Revised Program)
05-43, Political Science Honors Program (Revised Program)
05-44, HIS 3340, Medieval and Imperial Russia (New Course)
05-45, HIS 3350, Twentieth Century Russia (Revised Course)
05-46, HIS 4930, Public History: Mean and Method (New Course)
05-47, FLS 3300, Hispanic Cinema (New Course)
05-48, Discussion of the University Mission Statement
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**Council on Academic Affairs
Minutes**

October 13, 2005

The October 13, 2005 meeting of the Council on Academic Affairs was held at 2:02 p.m. in Booth Library Conference Room 4440.

- Members present:** Dr. Bower, Dr. Carwell, Mr. Collier, Dr. Dietz, Ms. Dilworth, Ms. Fredrick, Dr. French, Dr. Reid, Dr. Roszkowski, Ms. Sterling, Dr. Stowell, Mr. Tracy, and Dr. Upadhyay.
- Members absent:** None.
- Staff present:** Dr. Lord and Ms. Fopay.
- Guests present:** Dr. Borzi, Communication Studies; Ms. Drozd, Daily Eastern News; Dean Hanner, College of Science; Dr. Haile Mariam, Psychology/Faculty Senate; Dr. Hoerschelmann; Communication Studies; Dr. Methven, Biological Sciences; Dr. Sowa, Communication Studies; and Ms. Sunderman, Honors College.

I. Approval of the September 29, 2005 Minutes.

The minutes of September 29, 2005 were approved as written.

II. Communications:

a.) College Curriculum Committee Meeting Minutes

1. Minutes from the September 19, 2005 Lumpkin College of Business & Applied Sciences Curriculum Committee meeting.
2. Minutes from the September 26, 2005 College of Education & Professional Studies meeting.
3. Minutes from the September 23, 2005 College of Sciences Curriculum Committee meeting.
4. Minutes from the September 28, 2005 College of Arts & Humanities Curriculum Committee Meeting.

b.) Executive Action Requests

1. September 27, 2005 memorandum from Dean Hoadley, LCBAS, requesting executive action to revise the prerequisites for BUS 2101; modify the course description and prerequisites for BUS 2102; and revise the footnote to the description and catalog copy for the Interdisciplinary Minor in Advertising.
2. September 29, 2005 memorandum from Dean Hanner, COS, requesting executive action to designate ANT 3691 as writing intensive.

c.) Waiver Reports

1. Academic Waiver Reports for September 2005 from the Lumpkin College of Business & Applied Sciences, College of Arts & Humanities; College of Education & Professional Studies; and College of Sciences.

d.) Miscellaneous

1. September 27, 2005 memorandum from Provost Lord regarding the University Mission Statement.

The memorandum from Provost Lord urged the council to discuss the University Mission based on President Hencken's charge to the campus to undertake a thorough discussion of the University's mission. Today Dr. Lord provided background information and a reason for the request.

Ms. Dilworth moved and Dr. Dietz seconded the motion to add this item to the agenda. It was assigned agenda item number 05-48. Dr. Reid indicated that council discussion on this item will take place sometime in November.

Dr. Bower entered the meeting at 2:10 p.m.

III. Committee Reports:

1. Dr. Carwell reported that the University Naming Committee named the area behind the library as the Alumni Quad.

IV. Items Added to the Agenda:

1. 05-40, PLS 2033, Research Methods in Political Science (New Course)
2. 05-41, Political Science Major (Revised Program)
3. 05-42, Political Science Major with International Studies Option (Revised Program)
4. 05-43, Political Science Honors Program (Revised Program)
5. 05-44, HIS 3340, Medieval and Imperial Russia (New Course)
6. 05-45, HIS 3350, Twentieth Century Russia (Revised Course)
7. 05-46, HIS 4930, Public History: Mean and Method (New Course)
8. 05-47, FLS 3300, Hispanic Cinema (New Course)

Dr. French moved and Dr. Roszkowski seconded the motion to add these items to the agenda.

V. Items Acted Upon: (Note: The agenda order was revised.)

1. 05-30R, CMN 3950, Conference and Event Planning (Revised Course)

Dr. Borzi and Dr. Sowa presented the proposal and answered questions of the council. They indicated the terms that the course will be offered were written incorrectly. It should be changed from "Fall, Spring" to "On Demand". Also, the council requested that the student learning objectives be revised. The motion passed unanimously.

The proposal was approved, effective Spring 2006, *pending revisions to the student learning objectives.*

CMN 3950. Conference and Event Planning. (1-4-3) F,S. On Demand. Event Planning.

This course is designed to introduce students to the basic concepts and principles of conferences and event planning management. It is an applied course designed to introduce students to the planning process, sponsorships, promotion, and creative strategies that are part of events. Prerequisites: CMN 2650

2. 05-29R, CMN 3570, Topics in Media History (New Course)

Dr. Borzi and Dr. Hoerschelmann presented the proposal and answered questions of the council. The council requested that some minor revisions be made to items 2.a. and 2.b. The motion passed unanimously.

The proposal, *with minor revisions*, was approved, effective Spring 2007.

CMN 3570. Topics in Media History. (3-0-3) On Demand. TOPICS MEDIA HIS. Topics in Media History provides an in-depth study of the history of one particular medium (e.g. film, radio, television, or the internet). It will cover the development of media technology, the structure of media institutions and their regulation, and the social and cultural significance of these media. This class is repeatable with change in topic. Prerequisites: CMN 2520.

3. 05-39, RN to BSN Program in Nursing (New Unit of Instruction)

Provost Lord and Dean Hanner presented the proposal and answered questions of the council. In addition, Provost Lord distributed to the council members a copy of a consultation report (**See Attachment A**). He explained that much of the information found in the proposal is also shown in the consultation report. Per the request of the council, Provost Lord agreed to incorporate all of the information from that consultation report into the proposal.

Provost Lord indicated that before the program could be implemented sufficient funding would be needed. Also, he explained that he could not seek funding until after the proposal had been approved by the proper constituents. Also, he requested that the council accept the proposal for the nursing

program without course proposals. He said the courses would be created once faculty and staff members are hired for the program.

The motion passed unanimously.

The proposal (**See Attachment B**) was approved, effective Fall 2007, *pending approval by President Hencken, the EIU Board of Trustees, and the Illinois Board of Higher Education. It will also be contingent upon securing adequate funding.*

VI. Pending:

1. 05-22a-R, Proposal for Intervening with Students Who Have Been Reinstated Following Academic Dismissal (Revised Policy)
2. 05-31, Minor (Catalog Revisions to the Definition of Terms and the Requirements for Minors)
3. 05-32, STA 3960, Study Abroad: EIU Exchange Program (Revised Course)
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6. 05-35, STA 3970, Study Abroad: Faculty-Led Program (Revised Course)
7. 05-36, STA 3990, Study Abroad: Study Abroad Honors College (New Course)
8. 05-37, STA 4275, Study Abroad Internship (New Course)
9. 05-38, Study Abroad (The addition of a Study Abroad section to the Undergraduate Catalog)

The next meeting will be held Thursday, October 20, 2005.

The meeting adjourned at 3:10 p.m. --Minutes prepared by Janet Fopay, Recording Secretary

The current agenda and all CAA council minutes are available on the web at <http://www.eiu.edu/~eiucaa/>. In addition, an electronic course library is available at <http://www.edu.edu/~eiucaa/elibrary/>.

The CAA minutes, agendas, and summaries of CAA actions are distributed via a listserv, caa-list. To subscribe, go to the following web site: <http://lists.eiu.edu/mailman/listinfo/caa-list>. Locate the section "Subscribing to caa-list" and enter your email address and create a password. Next, click on the subscribe box. An email will be sent to you requesting confirmation. Once confirmation is received, your request will be held for approval by the list administrator. You will be notified of the administrator's decision by email.

***** ANNOUNCEMENT OF NEXT MEETING *****
 Thursday, October 20, 2005
 Conference Room 4440 – Booth Library @ 2:00 p.m.

Agenda

1. 05-22a-R, Proposal for Intervening with Students Who Have Been Reinstated Following Academic Dismissal (Revised Policy)
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8. 05-37, STA 4275, Study Abroad Internship (New Course)
9. 05-38, Study Abroad (The addition of a Study Abroad section to the Undergraduate Catalog)
10. 05-40, PLS 2033, Research Methods in Political Science (New Course)
11. 05-41, Political Science Major (Revised Program)
12. 05-42, Political Science Major with International Studies Option (Revised Program)
13. 05-43, Political Science Honors Program (Revised Program)
14. 05-44, HIS 3340, Medieval and Imperial Russia (New Course)
15. 05-45, HIS 3350, Twentieth Century Russia (Revised Course)
16. 05-46, HIS 4930, Public History: Mean and Method (New Course)
17. 05-47, FLS 3300, Hispanic Cinema (New Course)

Approved Executive Actions:

BAS

Effective Spring 2006

1. A Technology-Delivered Sections of Previously Approved Courses Questionnaire (**See Attachment C**) for FCS 4345, Hospitality Administration.

CAH**Effective Fall 2005**

1. Designate FLS 3000 as writing intensive.

CAH**Effective Spring 2006**

1. Cross-list History 4845 "Women and Gender in Modern Europe" with Women's Studies. (*Pending CGS approval*)
2. Revise the prerequisites for ART 2440
2440 ART. Art for Teachers in the Elementary Grades. (2-2-2) F, S. A methods course in the philosophy of teaching art to children including the developmental stages of creative activity and appropriate media for each. Prerequisite: ~~Art Education major or~~ Enrollment in Elementary Education, Middle Level Education, or Special Education. **Preference given to students with university approval to take Teacher Education courses.**
3. Change the prerequisites for ART 3011.
3011 ART. Exhibition Techniques. (1-0-1) F, S. Organization and presentation of the portfolio and professional credentials. Prerequisites: ART 2500, ~~except for art majors in the teacher certification option.~~ A transfer student may take this course concurrently with ART 2500. Restricted to art majors.
4. Remove "On Demand" and add the statement "May be taken twice for credit" to ART 3200.
3200 ART. Digital Art I. (3-3-3) F, S. On demand. An introduction to the concepts, principles and techniques related to the use of computers and digital technology as a visual arts medium, and as a means toward creative self expression. Prerequisites: ART 2500, ART 1000 and ART 1110 (or equivalent) and permission of instructor. **May be taken twice for credit.**
5. Add to ART 4802 the statement "May be taken twice for credit" (*Pending CGS approval*).
4802 ART. Advanced Weaving III. (0-6-3) F, S. Continuation of ART 4801 with further mastery of the subject matter and techniques. Prerequisites: ART 4801. **May be taken twice for credit.**
6. Add to THA 3431 the statement "May be taken TWICE for credit".
THA 3431 - Children's Theatre Tour.
 (3-3-3) F. Introduces the student to the practical aspects of producing plays for young people. The focus of the course is on the development of a theatre piece which will then be presented to area students. Basic creative dramatics activities will be introduced. **May be taken TWICE for credit.**

COS**Effective Fall 2005**

1. Sociology Major (B.A.) – Change phrase regarding elective requirement in the major as follows:
"And 21 s.h. of SOC Electives (exclusive of ~~3970 and~~ 4275) chosen in consultation with the students advisor."

Sociology**(BA)****Major****And 21 s.h. of SOC Electives**

(exclusive of ~~3970 and~~ 4275) chosen in consultation with the student's advisor.

To be certified for graduation with a major in sociology, a student must achieve a CGPA of at least 2.0 in the core courses in the major used to satisfy graduation requirements. (See footnote 1.)

2. Designate SOC 3903 as writing intensive.

Pending Executive Actions:**BAS****Effective Spring 2006**

1. Delete BUS 1950 as a prerequisite for BUS 2101, Financial Accounting:
BUS 2101 - Financial Accounting.
 (3-0-3) A study of the principles and procedures used to prepare and communicate financial information to the firm's managers and to external parties. Topics include the accounting principles, processes, and data systems used by service/manufacturing firms in the preparation, use and interpretation of financial statements. BUS 903

Prerequisites and Course Notes
 Completion of 30 semester hours ~~and BUS 1950 or its equivalent.~~
2. Modify course description and prerequisites for BUS 2102, Managerial Accounting
BUS 2102 - Managerial Accounting.
 (3-0-3) The course examines the use of accounting information for decision making by managers of business organizations. Topics include cost terminology, product costing, quality management, profit planning, control of operations, segment reporting profitability analysis, and relevant costs for decision making. **Students will use appropriate software, including spreadsheets, to organize and analyze information.** BUS 904

Prerequisites and Course Notes
BUS 1950, and BUS 2101 with a grade of C or better.
3. Revise of the footnote to the description and catalog copy for the Interdisciplinary Minor in Advertising (approved by Chairs of Communications Studies and School of Technology): (Page 146 of current catalog)

Advertising Minor**Footnotes:**

~~* Marketing majors may not use BUS 2750, MAR 3720, MAR 3780 or MAR 3860 to satisfy both the marketing major and the advertising minor. Accounting majors may not use BUS 2750 to satisfy both the accounting major and the advertising minor. Computer Information Systems majors may not use BUS 2750 or CIS 3530 to satisfy both the computer information systems major and the advertising minor. Finance majors may not use BUS 2750 to satisfy both the finance major and the advertising minor. Management majors may not use BUS 2750 or MAR 3720 to satisfy both the management major and the advertising minor.~~ ***Students majoring in business (Accounting, Computer Information Systems, Finance, Management or Marketing) may not count BUS 2750 as an elective in the advertising minor. Computer Information Systems majors may not use CIS 3530 to satisfy both the computer information systems major and the advertising minor; management majors may not use MAR 3720 to satisfy both the management major and the advertising minor; Marketing majors may not use MAR 3720, MAR 3780, MAR 3860, JOU 3820, or CMN/JOU 3920 to satisfy both the marketing major and the advertising minor.**

COS**Effective Spring 2006**

1. Designate ANT 3691 as writing intensive.

Attachment A

CONSULTATION REPORT
ON THE DEVELOPMENT OF THE
RN TO BSN PROGRAM
AT
EASTERN ILLINOIS UNIVERSITY

JULY 30, 2005

MARY S. COLLINS, PhD, RN, FAAN
CONSULTANT
PROFESSOR AND DECKER CHAIR IN
COMMUNITY HEALTH NURSING
DECKER SCHOOL OF NURSING
BINGHAMTON UNIVERSITY

This report is offered to Dr. Blair Lord, Provost and Vice President of Academic Affairs at Eastern Illinois University (EIU) regarding the development of an RN to BSN program. Two site visits were made to the campus and several meetings took place with university officials, faculty members, and nursing leaders at regional health care institutions.

Several of my suggestions have been made in the form of the development of an application entitled, *A Request for a New Unit of Instruction*.

First, following all of my consultation activities including review of nursing workforce data for the state of Illinois, I recommend that Eastern Illinois University go forward with the development and implementation of an RN to BSN program. The rationale for that recommendation follows.

Need

During interviews with nursing leaders at several health care agencies, there was overwhelming support for the program. While approximately 30% of hospital nurses hold a baccalaureate degree in nursing in Illinois that is not the case in the region surrounding EIU. The percentages of RNs with a BSN range from a high of 15% to less than 5% at local hospitals. The reason for this is access. Access to nursing education is at the associate degree level. Students need to travel great distances to obtain a baccalaureate degree or go out of state. I had the opportunity to talk with several prospective students while visiting health care facilities. Each said they were excited about the possibility of a program and would enroll in the program. Each stated that travel to the campus was reasonable and doable.

Mission

The mission of the University and the proposed program are congruent. The University has developed an outstanding reputation for high quality academic offerings, excellent teaching, and community support. The University has developed a wide variety of programs, many of which are in the area of health and human services. In conversations with local health care leaders, they have talked about outreach into community health care organizations by faculty and students. There is a very high comfort level by health care organizations regarding the ability of EIU to produce high quality nursing graduates in an RN completion program.

Population

The RN to BSN student is a nurse that has graduated from an associate degree program or diploma program and is licensed to practice nursing in the State of Illinois. Nursing is a predominately female profession with 96% of nurses female. Nurses are often engaged in the workforce, have young families and are of childbearing years. They have many stressors on both their professional and personal lives. At the same time, in order to move career aspirations forward, further education is needed. If the associate degree nurse may think of a future advance practice role, he/she will need to complete baccalaureate nursing education before entering graduate education. Health care agencies also understand the flexibility and multi-use skills of the BSN prepared nurse in the organization and may encourage nurses to attain the BSN. It is estimated that there are 1800 nurses in the EIU with an associate degree in nursing or a diploma. Each year, there are significant numbers of new graduates who are ready to begin baccalaureate studies.

There is another population of potential students. They are the students enrolled in coursework at EIU and decide that they want to enter nursing. Because the University does not have a nursing major, the student must transfer out of EIU. It may be that through advisement the student seek an associate degree and return to EIU for the baccalaureate degree.

Resources

University Support

The Faculty Advisory Committee for the proposed program is supportive of the proposed program. The only question raised was one of service course work in the biological sciences. In the curriculum plan below, only one course in biology will be needed for the new program, Bio 1004-G Practical Microbiology. All other biology courses will have been completed at the associate degree level. While Lake Land graduates do not take microbiology, other community college curricula do require it. Therefore enrollment may be less than all admitted RN students.

Proposed RN to BSN Curriculum

Fall Semester Year 1	Spring Semester Year 1
Nur 001-Theoretical Foundations for Professional Nursing-3	Bio 1004-G Practical Microbiology-3
Nur 002- The Health Care System in Professional Nursing-3	Mat 2250-G Statistics-3
Nur 003-Advanced Health Assessment-3	Nur 004-Pharmacology in Nursing Practice-3
General Education-3	Nur 005-Professional Socialization-3
Elective-3	General Education-3

Fall Semester Year 2	Spring Semester Year 2
Nur 006 -Nursing and the Community-6	Nur 009- Leadership and Management in Nursing-6
Nur 007- Pathophysiology and Psychopathology-4	Nur 010- Nursing Research-3
General Education-3	Nur-011 Professional Seminar-4
Nur 008 Nursing Elective-3*	General Education or elective-3

**** Nur 008 is a required elective. Students will select from a small number of courses designed to serve area health care needs. These courses will include critical care nursing, rural nursing, gerontological nursing, ethical dilemmas in nursing and advanced community health nursing.

Faculty

The region surrounding EIU does not have a graduate program in nursing where prospective students can obtain an advanced degree. While there may be concern that it might be difficult to recruit nursing faculty members, I did not find that the case. Several nursing leaders hold the master's degree in nursing. In fact, all nursing leaders with whom I visited volunteered to be a part of the program in some way. It also became apparent that there were at least 3 doctorally prepared nurses in the area. I believe that recruitment for a director of the program and nursing faculty will occur with some ease. Nursing educators may find it desirable to become a part of a founding nursing faculty.

Space

The need for university space is minimal. There needs to be faculty offices, a health assessment room and computer space. Classroom space will be needed in late afternoon as usual class time for adult learners is later in the day. Classroom space can be informal for small group and seminar style learning.

Library

Library holdings are more than expected without a nursing program that belongs to EIU. Through your affiliation with Lakeview College of Nursing, many materials were purchased and are in place. In addition other disciplines that exist at EIU will contribute to the overall library resources for nursing. Management, administration, community health, nutrition are but a few topics which exist at EIU and can support nursing. Additional materials in nursing research, ethics, community and public health nursing, and professional practice will need to be purchased.

Support Services

The support services necessary for the development of a nursing program already exist. Financial aid and the Writing Center are two programs which may help potential students. What ever the student need for support services, EIU, as a mature university, has developed programs to meet them.

Curriculum

A sample curriculum was developed on pages 2 and 3. This upper division curriculum incorporates content recommended by nationally recognized bodies in nursing and higher education. The curriculum takes into account all of the nursing courses that the students have had at the associate degree or diploma level. The curriculum is based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing), the American Nurses Association, *Standards and Scope of Nursing Practice* and the Commission on Collegiate Nursing Education's *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*. It is a major with 11 courses in nursing. All other required courses already exist on the campus. Only two additional courses are named, i.e. microbiology and statistics. Those courses would feel the impact of additional students. Other courses may not as the nursing students have a variety of courses from which to choose.

All of the regional health care agencies which I visited offered clinical facilities for student clinical practice. The nursing leaders offered themselves and their staff as preceptors for the students. Local health care agencies offered to make EIU the primary student group in the hospitals.

Evaluation

Evaluation of the program will be efficiently enacted by using the program objectives and student outcomes. Suggested expected outcomes are stated in the *Request for a New Unit of Instruction*. With the development of a Blue Print for Evaluation, the activities necessary for evaluation will flow from a developed process.

Competition from Other Nursing Programs

There appears to be little or no competition from other schools, with the exception of the Lakeview College of Nursing.

For several years, EIU has made both its facilities and courses available to the Lakeview College of Nursing of Danville, IL. EIU has also delivered courses which support the nursing major on the Danville Campus. As a freestanding baccalaureate program, Lakeview depends on other institutions of higher education to deliver lower division, general education courses, prerequisites, and support courses to its students. Nursing faculty from Lakeview College also teach Lakeview nursing courses on the campus at EIU. With the increase in the number of students enrolled at Lakeview College, there is

concern voiced by biological science faculty that advising pre-nursing students and teaching courses with significant enrollment from Lakeview has an impact on the biology department. The concern has been framed as the biology department becoming a "service" department for other majors. This fall it is estimated that 80 students will enroll in EIU courses.

The representatives from Lakeview are concerned that EIU would be considering the development of a RN to BSN program. They consider it to be competition for Lakeview. However, when asked what the RN enrollment is, the response was 4 students.

Strengths:

- A mature university which is highly respected by members of the local community, health care agencies and prospective students
- A university which has most if not all support services in place. Additional resources need to be added to library material
- Commitment and support from senior university administrators
- A great amount of enthusiasm demonstrated by the Faculty Advisory Committee
- The need for nurses prepared at the baccalaureate level is recognized nationally, in Illinois and most importantly regionally. The region surrounding EIU has a particularly small percentage of BSN nurses.
- Many local health care agencies have tuition reimbursement plans. Of the 4 facilities which I visited only one did not have tuition reimbursement.
- A wide variety of faculty in health and human service majors which can support and facilitate nursing faculty development.
- A wide variety of general education courses and electives are available to support student programs.
- Many health agencies are available to serve as clinical practice sites.

Weaknesses:

- There is a short term space problem due to a campus fire and planned rehabilitation of building. However, an RN to BSN program does not require the amount of university space that a generic nursing program may need.
- Concern on the part of faculty members, specifically in the biology department, that the nursing program will require several "service courses". However, only one biology course would be required in the RN to BSN curriculum.

Recommendations:

- It is recommended that EIU begin an RN to BSN program.
- EIU develop a program which is flexible for the RN population. Program options might include:
 - A traditional 2 year full-time upper division nursing major. A part-time option needs to be in place as most RN to BSN students enroll part-time.
 - A 1-2-1 program design in cooperation with Lake Land College. A dual admission and program plan would enroll students for year 1 at EIU, years 2 and 3 at Lake Land College and year 4 at EIU. During the 4 year program the student receives an associate degree in nursing and a baccalaureate degree in nursing.
 - An accelerated RN program for those students who are RNs and hold a degree in another field
 - Consider the development of both on-campus and on-line courses to meet student needs
 - Offer concentrations already in place at EIU that enhance individual programs
- As the nursing program grows, consider developing an RN to MSN program. This type of a program would use some of the already developed content at the baccalaureate level and afford the student a mechanism into graduate education. While the state has an RN vacancy rate of 10% for staff nurses, there is a 30% vacancy rate for nurses with advanced degrees (particularly nurse practitioners). Graduate education also affords the program the ability to seek federal funds for support of nursing education in the form of traineeships and development of educational programs.
- Seek nursing scholarship monies from local foundations and health care agencies to support the cost of tuition, books and fees.
- Move all nursing advisement including pre-nursing advisement in the department of nursing as early as possible. This will relieve a burden on the biology department. As the need for nurses has grown, the amount of time that the Pre-Nursing Advisor needs for this activity has grown significantly.
- I believe that there needs to be some resolution of the significant loss of revenue by enrolling Lakeview students in pre-nursing courses. There are a range of options.
 - Continue to offer lower division courses to the Lakeview students both at the Danville and EIU campuses at no tuition cost. (If enrollments

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continue to be strong or increase, that potential revenue would finance a department of nursing.)

- Continue to offer lower division courses to the Lakeview students both at the Danville and EIU campuses and charge Lakeview the cost of tuition. Lakeview would continue to charge the student Lakeview tuition, but Lakeview would retain 60% of the tuition monies generated.
- Consider discussions with Lakeview regarding their future as an institution offering nursing education. Lakeview, as developed today, will always need lower division, general education and support courses. It may be that a closer relationship with a university would meet the needs of both institutions. Moving the Lakeview College of Nursing into EIU would meet that criterion. That model has been used before successfully. A commitment to continue classes on the Danville campus may be a part of the agreement. No additional pre-nursing resources would be needed as EIU meets that need today. (While the intent of the consultation was to determine the feasibility of an RN to BSN program, a move to incorporate Lakeview into EIU would bring a fully functioning undergraduate program.)
- As EIU considers starting an RN to BSN program, that some discussion may take place so that Lakeview would discontinue its RN to BSN option. (It has only 4 students enrolled at this time.)

Summary

In summary, the feasibility of starting an RN to BSN program is clearly positive. EIU would be responding to a statewide need for more nurses prepared at the baccalaureate level. EIU, as a mature university, has the ability to develop and implement such a program and to meet all of the support needs of the faculty, the students, and the program. Health care agencies are eager to have the program and have offered their personnel, their facilities, and financing through tuition reimbursement programs. I believe the potential exists for even greater financing through private foundations, health care organizations and state monies for nursing students.

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Attachment B

REQUEST FOR A NEW UNIT OF INSTRUCTION

BACKGROUND

1. **Name of Institution:** Eastern Illinois University
2. **Title of Proposed Program:** RN to BSN Program in Nursing: Degree – Bachelor of Science in Nursing; Major - Nursing
3. **Contact Person: Dr. Blair Lord, Provost and Vice President for Academic Affairs**
 - 3.1 Telephone: 217-581-7683
 - 3.2 E-mail: blord@eiu.edu
 - 3.3 Fax: 217-581-6053
4. **Level of Proposed Unit**

<input type="checkbox"/> Undergraduate Certificate (1-2 years)	<input type="checkbox"/> Post-Baccalaureate Certificate
<input type="checkbox"/> Undergraduate Certificate (2-4 years)	<input type="checkbox"/> Post-Master's Certificate
<input type="checkbox"/> Associate	<input type="checkbox"/> First Professional Certificate
<input checked="" type="checkbox"/> Baccalaureate	
<input type="checkbox"/> Masters	
<input type="checkbox"/> First Professional	
<input type="checkbox"/> Doctorate ¹	
5. **CIP Code (6-digits)** 51.1601
6. **Proposed Dates for Enrollment of First Class: Fall, 2007**
7. **Location Offered²:** **On-Campus** **Off-Campus** : Region Number(s) _____ or Statewide

MISSION, OBJECTIVES AND PRIORITIES

8. **Mission**
 - 8.1. **Describe specific objectives and measurable contributions the program will make to the university's mission, paying particular attention to the program's consistency with the university's focus statement, and priorities. Such objectives and contributions may include:**

¹To assist staff in specialized areas of instruction, IBHE will retain two outside consultants to review all new doctoral program proposals.

²Institutions may request approval to offer a program simultaneously on- and off-campus, including statewide. However, assessments of program objectives and outcomes should be developed that address all of the locations and modes of delivery for which the institution is seeking approval. Note that "on-campus" approval extends to the entire region in which the main campus is located. New off-campus programs to be offered outside of the institution's region will require approval.

- serving a distinct student population;
- occupational and student demand for the program;
- collaborating with and/or supporting other programs at the institution;
- meeting the needs of business, employers, and/or society;
- increasing the number of graduates in a high demand or emerging field of study.

The proposed nursing program at Eastern Illinois University joins a variety of professional programs including several in the health and human service areas. The nursing program will offer an RN to BSN program. Applicants will have completed a basic nursing education program either from a diploma program or an associate degree program and will have obtained state licensure to practice nursing. Students in the program will seek a baccalaureate degree to add to their basic knowledge of the practice of nursing, have an opportunity for career development both in practice and advanced education, and improve the practice of nursing and therefore health care through safe and effective practice.

The nursing program will serve a very specific population. In its attempt to build the nursing profession of today and tomorrow, nursing education has offered many entrances into the profession. For a variety of reasons, the profession has focused a great amount of resources at the basic entry level, i.e., associate degree nursing and diploma nursing. Professional practice, health care agencies, and policy making bodies, as well as the development of the health sciences, require many nurses to have more than this basic education. The baccalaureate degree in nursing serves the needs of the patient, health care delivery and the nurse seeking advanced education.

The demands of the health care system are such that baccalaureate prepared nurses are in great demand in the hospital for staff and leadership positions, for positions in specialty units, and for a variety of positions in public health and community health agencies as well as industry, long-term care and clinics.

There is limited access to baccalaureate nursing education for registered nurses prepared at the basic level in Eastern Illinois University's region of Illinois, especially in public education. Health care agencies are eager to have nurses with a baccalaureate education. The proposed program will support and enhance the mission of Eastern Illinois University by offering university education which is accessible, extends the educational preparation of local health care providers, and prepares reasoned, thoughtful care givers.

- 8.2. **Explain how the program will meet regional and state needs and priorities, making specific reference to The Illinois Commitment.**

The RN to BSN Program at Eastern Illinois University will respond to the Illinois Commitment in the following ways:

Policy Area One: Economic Growth

- The RN to BSN Program will support the education and development of the nursing profession by offering access to a baccalaureate program. Nurses with baccalaureate degrees are in high demand. They are responsible for a higher level of care and a higher quality of care. Health care organizations are trying to sustain high quality health

care at the local level and ensuring health care will be available to local residents. Nurses are being recruited away from local health care agencies with offers of higher salaries, advanced education and opportunities for professional development. Agencies would be able to support this effort locally. Local health care agencies have a lower percentage (3 to 15%) of its nursing workforce prepared at the baccalaureate level than the state average (30%) and lower than model nursing departments in recognized hospitals (55%).

Policy Area Three: Affordability

- There is no access to public higher education for baccalaureate degrees in nursing surrounding Eastern Illinois University. Registered nurses either pay high tuition at private colleges or out of state tuition in a neighboring state. While some health care agencies offer tuition assistance, the financial support does not pay for very much private tuition and slows progress toward a degree.

Policy Area Four: Access and Diversity

- It is a goal of nursing education to prepare a workforce which is reflective of its residents. Access to baccalaureate and then higher degrees in nursing assures a well prepared workforce to meet that goal.

Policy Area Five: High Quality

- Eastern Illinois University is committed to high quality academic programs. The intent of the proposed RN to BSN Program is to offer the highest quality program. The program will be guided by a set of measurable program outcomes. The outcomes will be based on a set of nationally recognized elements entitled, The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing), the American Nurses Association, Standards and Scope of Nursing Practice and the Commission on Collegiate Nursing Education's Standards for Accreditation of Baccalaureate and Graduate Nursing Programs. Nursing education has had a history of developing programs based on clear objectives and outcomes, measuring its outcomes, and improving its programs as needed.

Policy Area Six: Accountability and Productivity

- The RN to BSN program will be developed using a framework of continuous quality improvement. By using this framework, the program will have many measurable indices including mission resources, curricular appropriateness, and evaluation. The Program will be accountable to the University, its students, the regional health care agencies, the nursing education community and to the nursing profession. This paradigm of responsibility is common in nursing education. The selection of an RN to BSN Program is one with inherent productivity. The Program builds on nursing education at the diploma or associate degree level and will offer upper division nursing courses and general education and support courses to meet baccalaureate requirements.

8.3. Identify similar programs and sponsoring institutions in the state. Compare these programs with the proposed program.

There are 16 colleges and universities that list nursing departments or schools. Of the 16, 15 offer the RN to BSN Program. Only 25% of nursing programs are housed in public universities.

Institution	Public or Private	RN to BSN Program
Aurora University	Private	Yes
DePaul University	Private	Yes
Governors State University	Public	Yes
Illinois Wesleyan University	Private	No
Lakeview College of Nursing	Private	Yes
Lewis University	Private	Yes
Loyola University	Private	Yes
Millikin University	Private	Yes
North Park University	Private	Yes
Northern Illinois University	Public	Yes
Olivet Nazarene University	Private	Yes
Rockford University	Private	Yes
Rush University	Private	Yes
Saint Xavier University	Private	Yes
Southern Illinois University	Public	Yes
University of Illinois- Chicago	Public	Yes**

** The College of Nursing at the University of Illinois- Chicago offers degree programs at the University of Illinois- Champaign-Urbana campus including the RN to BSN Program.

The RN to BSN programs in the above colleges and universities are comparable to the proposed program at Eastern Illinois University. Some programs are offered in a distance learning format and others offer evening and/or weekend classes. There are comparable course and program requirements.

There is only one RN to BSN Program in the region, Lakeview College of Nursing. It is a private college. There is no RN to BSN Program in the public sector in the region.

- 8.4. Discuss estimated future employment opportunities for graduates of this program. Compare the estimated need for graduates with the estimated number of graduates from this program and existing programs identified in 8.3 above. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. Describe any special needs for this program expressed by state agencies, industry, research centers, or other educational institutions.**

There is an overall nursing shortage in the United States. There are approximately 20% fewer nurses needed today than actually exist. The nursing shortage is projected to continue for the next 15 years. There are several factors that produce the shortage. The average age of a practicing nurse is 44.5 years of age and the average age of nursing faculty is 54.5 years of age. Although, individuals are entering the profession, the need for professional nursing is also increasing due to the increased age of the population, needs for more complicated care, more intensive care, more care delivered at home and the need for professional nurses in more areas of health care.

The need for nurses prepared at the baccalaureate level is also increasing. A recent study by Dr. Linda Aiken of the University of Pennsylvania identified "a substantial survival advantage" where there were a higher proportion of nurses educated at the baccalaureate level. The study recommended that nursing education focus on shaping the workforce in order to be educationally prepared to meet the needs of the patient population. There needs to be renewed emphasis on supporting employers to encourage registered nurses to pursue education at the baccalaureate and higher degree levels.

The American Organization of Nurse Executives (AONE) has recommended that the educational level of registered nurses be moved to the baccalaureate level. Nurse executives, federal agencies, the military, national nursing organizations, health care foundations, Magnet Hospitals, and minority nurse advocacy groups recognize the value of baccalaureate prepared nurses.

The Illinois Registered Nurse Workforce at the Millennium; A Final Report, June 2001, prepared by the Illinois Department of professional Regulation identified several data points which support the proposed program.

- There are 141,408 registered nurses in Illinois
- Approximated 83% of RNs are working and an all time high of 73% of RNs work full time. Seventeen percent are retired.
- Hospitals are predominant employers: 58% work in that setting.
- Thirty-eight percent of nurses report their initial level of education as associate degree, 39.9% report the BSN as their highest level of education.
- The percentage of nurses educated at the baccalaureate level range from 60% to 25%. Cook and DuPage counties report the highest percentage of baccalaureate prepared nurses.
- The percentage of RNs enrolled in formal academic programs declined from 13.7% in 1986 to 9.6% in 2001.
- Approximately 54% of RNs returning to school are seeking a baccalaureate degree.

The Illinois Coalition for Nursing Resources (2005) reports several data points which also have impact on the proposed program.

- The overall vacancy rate for RNs is 10.7 and staff turnover is 14.4%.
- RN vacancies are more serious in long term care facilities where the vacancy rate is 18.9%

The Governor of Illinois signed two RN Workforce Bills to try to reduce the shortage of nurses on July 28, 2005. The bills will facilitate foreign nurses' entrance into the Illinois workforce and a second bill will address the use of mandatory overtime for nurses. These bills (Senate Bill 1842 and Senate Bill 2064) indicate the concern for not only the quantity of nursing care but also the quality of care. Mandatory overtime can lead to increased nurse error and a decrease in time needed for nurses to continue their education.

Finally in an informal survey of selected regional hospitals and other health care agencies, there was unanimous support for the development and implementation of the RN to BSN program. Health care agencies recognize the need to have a higher percentage of their nurses prepared at the baccalaureate level. Officials from those agencies gave their overwhelming support. They offered tuition reimbursement, members of their staff as contributed educators, clinical facilities as clinical laboratories, staff as preceptors, and nursing leaders as advisors.

9. Program Description

- 9.1. Provide a brief narrative description of the program, including a list of its central academic objectives.**

The RN to BSN Program is designed for registered nurses who hold current nursing licensure in the State of Illinois and have completed a diploma in nursing or an associate degree program. The 125 credit program includes 62 credits which are transferred from an associate degree program. The additional 63 upper division credits required for the BS in Nursing degree include 41 nursing credits and 22 general education and other required courses. Students who have completed a diploma in nursing will have their transcripts evaluated individually.

The BSN Program builds on completed course work and associate degree requirements. It includes both classroom and clinical courses focused on content relevant to the baccalaureate level. Students will be able to select general education courses and required support courses to enhance their education and practice. The baccalaureate degree in nursing forms the foundation for graduate work in nursing.

Program Objectives. The RN to BSN Program:

1. Prepares professional nurses to provide care to individuals, families, groups, communities, and populations.
2. Uses general and liberal education courses and nursing knowledge to support clinical decision-making, evidence-based practice and evaluative nursing practice.
3. Expands the skills of nurses to include participation as a collaborative member of the health care team, a manager, leader and coordinator of care, and one who participates in professional activities.
4. Fosters accountability and responsibility for professional development and life-long learning.
5. Builds an ethical value system for informed nursing practice.
6. Provides a framework by which nurses can serve clients in a variety of settings with diverse needs.
7. Supports communication with clients, nursing colleagues, and other members of the health care team.
8. Fosters the use of knowledge and research to form an inquiry-based practice.

9.2. Explain what students are expected to know and/or be able to do upon completing the program.

Students who complete the professional degree in nursing will:

1. Demonstrate the knowledge and skills to provide nursing care in community health and public health nursing environments;
2. Demonstrate appropriate management and leadership skills;
3. Demonstrate advanced nursing skills and knowledge in health assessment, pathophysiology, psychophysiology, and pharmacology;
4. Integrate nursing research into practice;
5. Demonstrate the development of professional practice and the ethical framework for practice.

9.3. Describe how the curriculum is structured to meet the program’s state objectives. Provide a complete catalog description for the proposed program, including:

- program admission and graduation requirement;
- curriculum design, including course descriptions;
- syllabi for core courses required of all program majors.

The curriculum will be structured in a four semester sequence for full time students and an eight semester sequence for part time students. Students who hold nursing licensure and a baccalaureate degree in another field will have an accelerated program and still be required to complete upper division nursing courses. Students will meet all transfer requirements of Eastern Illinois University.

In addition to the admission requirements of Eastern Illinois University the students must also meet the following requirements:

- Hold an current Illinois license to practice nursing
- Complete a health evaluation which includes a health history and physical examination and required immunizations

RN to BSN Curriculum: Degree – Bachelor of Science in Nursing; Major - Nursing

Fall Semester Year 1 NUR 31XX -Theoretical Foundations for Professional Nursing-3 NUR 32XX - The Health Care System in Professional Nursing-3 NUR 33XX -Advanced Health Assessment-3 General Education-3 Free Elective-3	Spring Semester Year 1 BIO 1004-G Practical Microbiology-3 MAT 2250-G Statistics- 4 NUR 34XX -Pharmacology in Nursing Practice-3 NUR 35XX -Professional Socialization-3 General Education-3
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15 hrs

16 hrs

Fall Semester Year 2 NUR 41XX -Nursing and the Community-6 NUR 42XX - Pathophysiology and Psychopathology-4 EIU 4XXX – Senior Seminar-3 Professional Elective - 3*	Spring Semester Year 2 NUR 44XX- Leadership and Management in Nursing-6 NUR 45XX - Nursing Research-3 NUR 46XX - Professional Seminar-4 General Education or Free elective-3
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16 hrs

16 hrs

* This is a required elective. Students will select from existing or new courses designed to serve area health care needs.

These courses will include critical care nursing, rural nursing, gerontological nursing, ethical dilemmas in nursing and advanced community health nursing.

Transfer students may be required to complete additional courses to meet EIU general education and graduation requirements such as the foreign language requirement.

Course Descriptions**Nursing 31XX Theoretical Foundations for Professional Nursing 3 credits**

This course reviews the structure and function of professional nursing. The variety of roles within nursing are reviewed. Both educational and practice preparation for professional nursing and advanced practice nursing are explored. Theories of professions, professional socialization, and professional development serve to form the foundation for professional practice. Essential constructs such as communication, interaction, counseling, cognitive structuring, the nurse as educator, evidence-based practice, research, cultural competency and ethics and values are explored within the context of developing professional practice.

Nursing 32XX The Health Care System in Professional Nursing 3 credits

A systematic view of the American health care system is offered. Elements of the health care system including its historical development, the major forces shaping its present status, and emerging directions are reviewed. The role of professional nursing and nursing actions within health care organizations, planning, policy formulation, and evolving methods of delivering services to clients are explored.

National, state, and local influences on the health care system are reviewed. Geographic, sociocultural, and environmental stresses to the community and, therefore, health care system, are discussed. Current health care policy and reform issues will be explained. Methods of financing health care will be discussed. Systems theory, as well as concepts of stress and adaptation, will support the discussion of the variety of health care systems.

Nursing 33XX Advanced Health Assessment 3 credits (Clinical Component)

This course will build upon basic elements of health assessment. Both physical and psychosocial assessment will be practiced. Students will learn history taking and its role in nursing process and diagnosis. Comprehensive health assessment techniques and methodologies will be reviewed. The development of clinical judgments based on accurate assessments will be applied. Students will review age appropriate health history taking and health assessment techniques.

Nursing 34XX Pharmacology in Nursing Practice 3 credits (Clinical Component)

This course builds on basic knowledge of pharmacology and administration of drugs. The development of the role of pharmacology in nursing and health care are reviewed. The role(s) of nursing in pharmacology and drug therapy are reviewed. Major classifications of drugs are reviewed. Implications for treating specific disease processes are discussed. Ethical and legal components of nursing practice are discussed. Age specific issues in drug therapy and administration are reviewed. Use and abuse of over-the-counter, prescriptive and controlled substances are discussed. Emerging technologies and nursing's role in these therapies are discussed.

Nursing 35XX Professional Socialization 3 credits

Professional development and its activities are explored. The role of professional organizations including specialty organizations in the ongoing development of professional nurses is explored. Developing a philosophy of nursing supports the student's ability to articulate a perceived and planned role in professional nursing. The role of life long learning as a component of a profession is explored. A review of nursing and supporting theories helps to develop theory driven practice. Emerging issues in nursing practice and education and their influence on the practicing nurse are explored.

Nursing 41XX Nursing and the Community 6 credits (Clinical Component)

This course offers the student the opportunity to understand and practice public health and community health nursing. Epidemiology and its role in health care are reviewed. The development of the concept of the client system, i.e., individual, family, group, aggregate, and community, are reviewed. Health behavior, health accommodation, stress and adaptation, and levels of prevention are reviewed. Community assessment as an assessment tool will be offered. The role of preventative techniques, including immunizations for all populations, screenings and diagnostic techniques are discussed. Practice will include home care, public health clinics and community related agencies. The role of nursing in bioterrorism is reviewed. Application of cultural competencies in community health nursing practice will be explored.

Nursing 42XX Pathophysiology and Psychopathology 4 credits

This course offers explanations of underlying disease processes. Disease processes are discussed within the context of underlying pathology, clinical presentation and manifestation, and treatment alternatives. The use of diagnostic techniques and common therapies and nursing interventions are reviewed. A review of body systems in relation to disease processes is discussed. In addition, the framework of underlying pathology, clinical presentation and manifestation as it applies to psychopathology is discussed. The relationship of disease manifestation, diagnostic techniques and treatment modalities for common diseases is reviewed. Emerging diagnoses, diagnostic techniques and treatments are discussed. The role of continuous learning in regard to disease processes is reviewed.

Nursing 44XX Leadership and Management in Nursing 6 credits (Clinical Component)

The course will review theories of leadership and management in nursing. Contemporary models of nursing practice organization will be offered. Content will include elements of leadership, governance, coordination of care, collaboration, finance and budgeting, performance appraisal, conflict management and resolution, supervision and delegation, data analysis, patient satisfaction, evidence-based practice and application of research into practice. Managing caseloads of patients, specific nursing interventions and professional and support personnel will be practiced. Legal and psychosocial issues of practice will be discussed. Students will be able to evaluate patient outcomes and suggest areas for improvement.

Nursing 45XX Nursing Research 3 Credits

The role of research in the practice of professional nursing is reviewed. Examples of types of research are discussed. The steps of the research process are discussed. Discussions of relevant areas of nursing research include acute care, home care, long term care, and aggregate groups are guided by nationally identified research agendas. The relationship of theory, inquiry, research, and relevance are explored. Students will critique current nursing research for implementation into clinical practice. Vulnerable populations and their role in research are discussed. The role of institutional review boards in research practice is discussed. Implementation of evidence-based practice and research into practice is explored.

Nursing 46XX Professional Seminar 4 credits (Clinical Component)

This course will focus on the professional development of nurses. Support for that development will be explored through participation in professional organizations, institutional support and personal change. The development of a professional portfolio will clarify prior, current and future activities in nursing. Exploration of issues of role development, advanced practice, accountability, responsibility, autonomy and interdisciplinary activities will be discussed. Articulation of an ethical support system for practice is reviewed. Students will have the opportunity to synthesize the program outcomes through a capstone project. The project will explore the role of baccalaureate preparation for contemporary nursing practice. Students will select an issue that is affecting professional nursing today, define and explain the issue, offer supporting theories, offer solutions, and predict its impact on professional nursing.

9.4 Describe the strategies to be incorporated into the proposed program to promote student learning, e.g.:

- ensuring that students understand the purposes of the program;
- measuring student learning and academic performance as students move through the program;
- communicating evaluation results to students promptly and providing effective feedback on performance;
- familiarizing students with the norms and practices of the discipline or profession;
- promoting faculty/student and student/student contact;
- faculty development programs to maintain and improve teaching/scholarship excellence.

Student learning will be assured with the following activities:

- The Undergraduate Catalog of Eastern Illinois University will include the program objectives. Other materials including brochures, the University website and the Department of Nursing handbook will include all information (specifically program objectives) needed to understand and appreciate the nursing program.
- Student learning and academic performance will be measured with course requirements in each course. In addition clinical performance objectives will be measured with each clinical course. Students will meet with course faculty twice during a clinical course to review performance in relation to meeting all objectives.

The student's academic advisor will meet with the student twice a year prior to the oncoming semester to plan courses to meet program requirements. Discussions of academic performance will occur on additional occasions as needed.

- Student examinations, papers and projects will be evaluated promptly. Feedback in relation to meeting course and program objectives will include suggestions to improve performance as needed.
- Students will have the opportunity through formal course work to understand and appreciate the expectations of the profession. Since all students come with an associate degree in nursing or a diploma in nursing and have practiced nursing to some extent, they have a familiarity with the underpinning of the profession. Students will have the opportunity to meet leaders in the profession through guest presentations in courses, the development of a nursing student organization and participating in professional conferences. In addition, faculty members serve as role models of professional practice and socialize the student into the professional role on an ongoing basis.
- It is common for nursing faculty members to make themselves available to students both in the classroom and at other times. Faculty members can also enhance their courses with mechanisms such as internet chat rooms, WebCT, and e-mail. Professional activities such as seminars, conferences, colloquia, and other activities will be used by faculty and students to increase contact. In the same way, students can increase their contact with each other by means of the internet, student organization activities, group projects, and professional activities.
- Nursing faculty can avail themselves of resources on the campus to maintain and improve teaching and scholarship. Faculty members can also participate in state and national conferences and workshops on nursing education. A philosophy of continuous quality improvement affords the faculty member the ongoing opportunity to enhance his/her teaching skills. Scholarship is supported with participation in clinical and course related activities and the pursuit of activities that meet the individual development needs of the faculty.

RESOURCES**10. Complete Table IV-1 to show student enrollment projections for the program.**

There are approximated 1800 RNs who hold the associate degree in the area surrounding Eastern Illinois University who are practicing today. The demand for BSN education, the number of RNs in the region, and the propensity for RNs to seek additional education suggest that the program would initially enroll at least 30 students. Often RN students choose part time study.

Table IV-1

	Budget Year	2nd Year	3rd Year	4th Year	5th Year
Number of Program Majors (Fall headcount)	30	60	70	80	80
Annual Full-Time-Equivalent Majors	25	50	55	60	60
Annual Credit Hours in EXISTING Courses ¹	16 (400)	22 (1100)	22 (1210)	22 (1320)	22 (1320)
Annual Credit Hours in NEW Courses ¹	15 (375)	41 (2050)	41 (2255)	41 (2460)	41 (2460)
Annual Number of degrees Awarded	0	20	20	30	30

11. Complete Table IV-2 (even if no new state funding is requested in the budget year). Show all sources of funds, both state and non-state, and reallocations. Provide a narrative budget that includes the following:

- **Projected increments in total resource requirements (line 1) in terms of projected staff requirements, equipment and instructional materials, library requirements, and contractual services for internships, practica, or clinical placements.**

The following tables (3) present the estimated expenditures, estimated revenues, and a summary of the resource requirements based on the estimated enrollments in Table I.

As these financial tables make apparent, establishing this new program, which is outside of a disciplinary area currently represented at the University, will require resources in addition to those generated by tuition and fees charged to the new students. This need is especially acute as the program is launched. Moreover, given the University's continuing financial challenges, these additional funds cannot come from internal reallocations, but must be new to the University. Ideally, new funding from the state which would be an addition to the base budget would assure the long run vitality of the program. In the current challenging financial climate, however, one-time state funding, other public funding, grant funding, and private funding including "in kind" contributions all will be sought to meet the identified deficiency.

Expenditure Estimates	Year 1	Year 2	Year 3	Year 4	Year 4
	Prog.Dev Year	1 st Students			Mature Program
Personnel Services*					
Program Director (1 FTE)	\$85,000	\$87,550	\$90,177	\$92,882	\$95,668
Faculty (2.5 FTE in Year 4)		\$65,000	\$126,950	\$130,791	\$134,714
Support Staff (1 FTE)	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
Fringe Benefits @ 30%	\$36,000	\$56,580	\$76,277	\$78,575	\$80,933
Total Personnel Expenses	\$156,000	\$245,180	\$330,535	\$340,493	\$350,708
Operating Expenses					
Instructional Expenses	\$10,000	\$3,000	\$3,090	\$3,183	\$3,278
Library Resources**	\$20,000	\$5,000	\$5,500	\$6,050	\$6,655
Other (contracts, etc)	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
Total Operating Expenses	\$50,000	\$28,600	\$29,808	\$31,087	\$32,443
Capital					
Equipment	\$10,000	\$3,000	\$3,090	\$3,183	\$3,278
Other					
Total Capital	\$10,000	\$3,000	\$3,090	\$3,183	\$3,278
Student Assistance	\$0	\$0	\$0	\$0	\$0
Total Expenditures	\$216,000	\$276,780	\$363,433	\$374,763	\$386,429

* Salaries estimated to increase at 3% per year.

** Library expenditures estimated to increase at 10% per year.

Revenue Estimates	Year 1	Year 2	Year 3	Year 4	Year 5
	Prog Dev Year	1 st Std Enr			Mature Program
Tuition Fee Levels*					
Tuition Rate/Cred Hr for New Students	\$171	\$188	\$206	\$227	\$250
Mandatory Fees (Full-time)**	\$921	\$958	\$996	\$1,036	\$1,077
Mandatory Fees (Part time)***	\$522	\$543	\$565	587	\$611
Tuition and Fees					
New Students					
Full time	\$72,980	\$79,173	\$85,941	\$93,339	\$101,430
Part time	\$18,862	\$20,434	\$22,152	\$24,028	\$26,079
Continuing Students (tuition yr 1)					
Full time		\$73,717			
Part time		\$19,070	\$19,288	\$19,514	
Continuing Students (tuition yr 2)					
Full time			\$79,939		
Part time			\$20,652	\$20,878	\$21,113
Continuing Students (tuition yr 3)					
Full time				\$86,737	
Part time				\$22,378	\$22,613

Continuing Students (tuition yr 4)					
Full time					\$94,168
Part time					\$24,263
Total Tuition and Fees	\$91,841	\$192,394	\$227,971	\$226,874	\$289,666

* Tuition for new students estimated to increase 10% each year. Fees are estimated to increase 4% per year.

** Mandatory fees for full time students calculated on a 16 credit hour load.

*** Mandatory fees for part time students calculated on an 8 credit hour load.

Summary of Revenue Requirements	Year 1	Year 2	Year 3	Year 4	Year 5
	Prog Dev Year	1 st Std Enr			Mature Program
Total Estimated Expenditures	\$216,000	\$276,780	\$363,433	\$374,763	\$386,429
Total Estimated Tuition and Fee Revenue	\$91,841	\$192,394	\$227,971	\$266,874	\$289,666
Total Deficiency	(\$124,159)	(\$84,386)	(\$135,462)	(\$107,889)	(\$96,764)

Below is a list of expected resource needs which are included in the tables above:

Projected Staff:

- Director of the program
- Administrative assistant to the program
- 2.5 FTE faculty over a two year implementation of the program

Equipment and Instructional Materials:

Health assessment equipment:

- 4 examination tables
- Blood pressure cuffs
- Otoscopies, laryngoscopes
- Patient supplies
- Home care equipment

Instructional materials:

- Videotapes on health assessment
- Computer software for learning

Library materials:

Additional holdings in community health nursing, nursing research, nursing management and leadership, ethics

Professional contracts

- Development and maintenance of clinical contracts for student placements, Illinois Department of Public Health requirements
- Malpractice insurance

12. Describe the institutional resources available to develop and maintain a quality program. Include the following elements in your discussion.

- Faculty qualifications, evaluation and reward structure.
- Adequacy of library and related resources;
- Adequacy of support staff, equipment and other resources;
- Demonstration of teaching/scholarship effectiveness and course evaluation;
- Effective program review process.

Faculty must hold at least a master's degree in nursing to meet minimum qualification. The director of the program needs to have an earned doctorate. Faculty evaluation exists within the structure of Eastern Illinois University. A faculty reward structure also exists.

The library has an excellent base of nursing holdings which arose from its relationship with Lakeview College of Nursing. Full text journal articles will be available to students as the library is part of the Illinois library consortium.

An administrative assistant to the program will offer support in student advisement, materials development and academic support.

The role and expectations of faculty members in teaching and scholarship are clearly defined in the faculty handbook. The director of the nursing program will support individual faculty development to assure teaching effectiveness and scholarly productivity.

Course evaluation and faculty teaching evaluations will be used as input for faculty development.

Program review will be enacted around specialized accreditation. The program will be developed around The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing), the American Nurses Association Standards and Scope of Nursing Practice and the Commission on Collegiate Nursing Education's Standards for Accreditation of Baccalaureate and Graduate Nursing Programs. The program will seek accreditation from the Commission on Collegiate Education. It will conduct a self-study as part of the process of program review. With a philosophy of continuous quality improvement, program effectiveness will be addressed.

QUALITY ASSURANCE³

13. Program/Student Learning Outcomes Assessment

13.1 Describe the program's assessment plan, which should include the following elements:

- Statement of program objectives and intended learning outcomes.

- End- or near-end-of-program assessment of student learning, in addition to course-by-course assessment such as: (1) evaluation of capstone experiences (senior projects, recitals, exhibits, portfolios, etc.); (2) pre- and post-testing (value-added assessment);
- Multiple performance measures, if necessary that reflect the uniqueness of academic program and disciplines such as: (1) standardized or other comprehensive examinations; (2) certification examinations;
- Feedback from key stakeholders (current students, alumni, employers, graduate schools, etc.)
- Evidence of a formal feedback/improvement mechanism; i.e., that the program/unit has a regular review process in place and that the results of this review process are used to improve curriculum, instruction and learning.
- Plan to use assessment results, program and accreditation reviews, to improve teaching, scholarship student learning and the curriculum.

Program/Student Learning Outcomes Assessment

Program Objectives and Intended Learning Outcomes

The RN to BSN Program:

1. Prepares professional nurses to provide care to individuals, families, groups, communities, and populations.
2. Uses general and liberal education courses and nursing knowledge to support clinical decision-making, evidence-based practice and evaluative nursing practice.
3. Expands the skills of nurses to include participation as a collaborative member of the health care team, a manager, leader and coordinator of care, and one who participates in professional activities.
4. Fosters accountability and responsibility for professional development and life-long learning.
5. Builds an ethical value system for informed nursing practice.
6. Provides a framework by which nurses can serve clients in a variety of settings with diverse needs.
7. Supports communication with clients, nursing colleagues, and other members of the health care team.
8. Fosters the use of knowledge and research to form an inquiry-based practice.

Student Outcomes

The graduate will:

1. Provide care to individuals, families, groups, communities, and populations.
2. Integrate general and liberal education into nursing knowledge to support clinical decision-making, evidence-based practice and evaluative nursing practice.
3. Become a collaborative member of the health care team, a manager, leader and coordinator of care, participates in professional activities.
4. Be accountable and responsible for professional development and life-long learning.
5. Build an ethical value system for informed nursing practice.
6. Be prepared to serve clients in a variety of settings with diverse needs.
7. Communicate effectively with clients, colleagues, and other members of the health care team.
8. Use knowledge and research to form an inquiry-based practice.

An end-of-program assessment will be conducted as a capstone project in NUR 46XX, Professional Seminar. The student will be evaluated on the capstone project by using the identified student outcomes.

The standardized examination in nursing is the NCLEX-RN. All students will have passed the NCLEX-RN for nursing licensure for entrance into the program.

³Quality assurance processes are those ongoing reviews that maintain program and instructional standards.

Feedback from the stakeholders will be obtained through a series of surveys and other activities including:

- Course evaluation
- Student participation on department committees
- End of program exit interview
- Alumni survey on program outcomes and continuing education
- Employer survey on program outcomes
- Advisory board input

The Nursing Program will implement a Blue Print for Continuous Quality Improvement. The Blue Print will identify area of evaluation, i.e., curriculum, the timetable for evaluation, the individual or committee who is responsible, the data to be gathered, the expected outcome of evaluation and the individual or committee responsible for enacting the change (if needed).

As a result of the issues identified through the Blue Print, an action plan will be developed for quality improvement activities. The department chair will be responsible for oversight of the action plan. End-of-year reports, reports to the Commission on Collegiate Nursing Education and others will demonstrate continued activities for program improvement.

13.2 Discuss specific targets that have been set to assess the program's success in achieving its objectives. Evidence of success should include, but not be limited to, such specific outcomes as the following:

- percent pass rate of graduates on end of program certificate examinations;
- enrollment of graduates in graduate and/or professional programs or other subsequent education;

-
- **percent of graduates employed in the field;**
 - **career advancement achieved by programs graduates;**
 - **graduate/employer satisfaction with the program;**
 - **retention and graduation rates and time-to-degree completion;**
 - **percent of students involved in faculty research or other projects;**
 - **percent of graduate students presenting or publishing papers.**

Expected Outcomes:

- Two years after graduation, 25% of graduates will enter graduate school. (That percentage could be higher; however, there are no master's programs in nursing within a 70 mile radius.)
- Eighty-five percent of graduates will be working in nursing.
- Ninety percent of graduates will be satisfied with the program.
- Ninety percent of employers will be satisfied with the graduates of the program.
- Seventy percent of students will graduate from the program within 5 years.

Attachment C

Date: December 21, 2004

Re: CAA/CGS Policy for Approval of Technology-Delivered Sections of Previously Approved Courses

Course: FCS 4345 Hospitality Administration

1. Syllabus: A copy of the most recent course syllabus is attached.
2. Rationale: Offering FCS 4345 as a technology-delivered course is designed to meet student needs in the Family and Consumer Sciences hospitality management concentration. Among the course prerequisites is FCS 4275.009, an internship. Many students in the hospitality management concentration leave Illinois or Charleston to complete this internship given the limitations of hospitality-related opportunities in the Charleston area. When this course was taught on-campus, many former students recommended that the course be transformed to a technology-delivered format since several were returning to Charleston only for FCS 4345. Additionally, upon review of the FCS 4345 course goals and objectives, the instructor and SFCS Department Chair at the time, Dr. Loretta Prater, determined that the technology-delivered format would be an appropriate format for meeting and/or exceeding the course objectives. Finally, the technology-delivered format is used as a means to assess that these future hospitality leaders can demonstrate a minimum-level of computer proficiency, a key competency expectation in the field of hospitality management.
3. Assessment: Supporting and assessing students' achievements of the specified learning objectives is accomplished using -- web-based discussions; timed online quizzes; short written assignments directly related to course objectives; student PowerPoint presentations and summaries; and, the completion of a feasibility study. Rubrics are provided for all assignments. In addition, during the first week of the course, students are provided with several personal assessment tests to prepare them for an online course including "A Readiness Checklist for Online Learning," "Distance Education Self-Test," and a "Personality Index" test. Furthermore, the instructor provides feedback on sections two and three before requiring the entire five section feasibility study. Immediate and frequent feedback regarding assignments is essential. In addition to instructor comments via e-mail, students can view their grades throughout the course using the WebCT grade book.
4. Integrity: The integrity of student work is assured through a strict academic integrity policy as stated within the course syllabus. Issues of cheating and plagiarism are treated very seriously. Furthermore, random papers will be submitted to a plagiarism service to ensure academic honesty.
5. Interaction: The technology-delivered format allows for student-student and instructor-student interaction by requiring web-based discussion postings on a series of relevant, peer-reviewed industry articles that coincide with the course objectives. In addition, students take timed online quizzes to assess their knowledge of the required course concepts. Furthermore, students submit short written assignments regarding the concepts presented in the digitized video segments of the guest speakers. Students also must develop a feasibility study on a limited service hotel using research.
6. Time Equivalency: The course content "units" are equivalent to the traditional on-campus semester hour units of time described in the original course proposal approved by CAA/CGS. Student evaluations suggest that this course is challenging based upon the rigor of the required assignments. Multiple individual and team assignments are due on a weekly basis, in addition to the requirement of weekly web-based discussions.

FCS 4345 Hospitality Administration Syllabus

Instructor: Lisa Brooks, MS, RD
Office: 1429 Klehm Hall
Office Phone: 217-581-6958
E-mail: Use WebCT e-mail (course e-mail) ONLY;
 For emergencies, use: cftlb@eiu.edu
Fax: 217-581-6090 (Designate "Attn: Lisa Brooks" on cover page)
Office Hours: M 5 - 7 pm; T 12 - 2 pm or by appointment

Course Text: Stutts, Alan T. (2001) Hotel and Lodging Management New York, NY: John Wiley & Sons.

Course Prerequisites: BUS 2101; BUS 3010; BUS 3470; FCS 2700; FCS 3786; FCS 4000; and FCS 4275. These prerequisites are strictly enforced! Instructor's discretion does not apply.

Course Description: Learn the operational techniques of the hospitality industry and various elements of successful management. Explore administrative aspects of hospitality businesses with emphasis on hotels, motels, bed and breakfasts, and eco-lodges.

Course Objectives: Upon completion the student should be able to:

- Identify and demonstrate appropriate procedures for the efficient operation of a hospitality business.

- Explain the departmental administrative structure within a hospitality facility.
- Describe and demonstrate various marketing strategies and techniques appropriate for the hospitality industry.
- Design a feasibility study for a hospitality venture.
- Evaluate the efficiency and effectiveness of the administrative function within the hospitality industry.

Disability Statement:

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (217-581-6583).

Academic Integrity: You are not to engage in academic dishonesty of any kind with respect to examinations, course assignments, plagiarism, alteration of records, or illegal possession of library resources. Dishonesty on any evaluation exercise or project will result in a course grade of "F." Copy and pasting another student's work is a flagrant violation. Not citing sources is a violation. To further ensure academic honesty, random papers will be analyzed using Turnitin plagiarism software.

Course Grades:

A: 90 - 100%	B: 80 - 89%	C: 70 - 79%	D: 60 - 69%	F: Less than 59%
<u>*Discussion</u> Points: (The week you present, points are factored into your presentation score).				25%
<u>Individual/Team Presentation:</u>				20%
Short Assignments/Video				10%
<u>Team Feasibility Study:</u>				30%
<u>Quizzes/Exams</u>				20%
Bonus points (Not counted in total points)				10 pts

***Discussion Criteria:**

Your responses will be evaluated on accuracy of content and your ability to make a meaningful contribution. You must reference the article within your discussion. Your discussion postings should be no less than four sentences (80%). The other portion of your points will be based on netiquette, grammar, spelling (20%). Respond to all articles. If there are no presentations that week, you are not held accountable for the discussion.

Late Assignments: A web-based course requires your full participation. You must adhere to the deadlines to electronically submit assignments (note date and time as stated in the schedule). In order to facilitate this course effectively, I do not accept late assignments. The deadline date is the latest any assignment can be submitted; however, you can submit assignments anytime during the week of the due date.